DOCUMENT RESUME

ED 274 817 CE 045 187

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TITLE The Role of Local Vocational Education Supervisors as Perceived by Superintendents, Teachers and State and Local Supervisors. Summary of Research 38.
INSTITUTION Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE 85
NOTE 37p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Role; Educational Attitudes; *School Supervision; Secondary Education; *Supervisors; *Teacher Attitudes; *Vocational Education; Work Attitudes
IDENTIFIERS Ohio

ABSTRACT

A study was conducted to investigate the duties and responsibilities of local vocational education supervisors in Ohio. The study describes their current role as perceived by local superintendents and vocational supervisors, state vocational education supervisors, and local vocational education teachers, their expected role as described by the same four groups, and discrepancies among the perceptions of the groups. In 1983, surveys were mailed to a sample of 150 local vocational education supervisors, 150 local teachers of vocational education programs, 100 administrators of city and vocational school districts, and 40 state-level supervisors in Ohio; 74 percent responded. The study found little disagreement between perceptions of actual current duties and what should be current duties of local vocational education supervisors. However, there was considerable disagreement among the four respondent groups regarding current and expected duties. Generally, vocational teachers disagreed with the other groups on nearly half of the 47 duty statements in the questionnaire for both current and expected roles. There was little disagreement regarding current or expected roles among vocational superintendents, state supervisors, and local supervisors. The study concluded that a clearer definition of the roles of local vocational education supervisors needs to be made, especially for teachers. (KC)

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SUMMARY OF RESEARCH

DEPARTMENT OF AGRICULTURAL EDUCATION

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ED274817

THE ROLE OF LOCAL VOCATIONAL EDUCATION SUPERVISORS AS PERCEIVED BY SUPERINTENDENTS, TEACHERS AND STATE AND LOCAL SUPERVISORS

R. KIRBY BARRICK

INTRODUCTION

The professional atmosphere that exists in a school or the system, according to Prater (1969), determines to a large extent how well a supervisor can serve teachers. The continued interaction of teachers, supervisors and administrators is a key condition of a good supervisory program.

Regardless of the area of service, the ultimate goal of supervision is improvement of the instructional program. A supervisor has several responsibilities, and the specific area of responsibilities varies with the nature of the organization, the size and location of the school district and the needs and priorities of the locality.

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THE ROLE OF LOCAL VOCATIONAL EDUCATION SUPERVISORS AS PERCEIVED BY SUPERINTENDENTS, TEACHERS AND STATE AND LOCAL SUPERVISORS

According to Swartz (1982), the local supervisor's position was created to provide a multitude of services to the instructional program, instructional staff and participating schools in vocational education planning districts (VEPD). Dull (1978) indicated that no clear guidelines exist that delineate the duties and responsibilities of local vocational supervisors other than general supervision duties. A review of the literature reveals that local supervisors have many responsibilities in addition to routine, non-supervisory functions.

Currently, there are over 230 local vocational education supervisors in Ohio who provide leadership to vocational education programs and perform other duties within the schools. Although local supervisor positions existed prior to 1963, the majority of vocational supervisor positions were established with the onset of the area vocational centers in Ohio. The purpose for placing vocational supervisors in area vocational centers and large city systems was to help improve instruction at the local level, just as state-level supervisors had been doing with considerably fewer vocational programs and teachers. In effect, local supervisors could perform some of the duties previously done by state-level supervisors.

The role of local vocational supervisors has never been clearly defined. The Plan for Local Supervision is completed annually by school districts seeking state financial support for local supervisors. Beyond that form, superintendents, teachers, state supervisors and the local supervisors themselves have predetermined notions regarding the role of local vocational supervisors. It was the researcher's belief that a clearer definition and understanding of the role of local vocational supervisors would be a first step in moving toward improving vocational instruction.

PURPOSE AND OBJECTIVES

The purpose of the study was to investigate the duties and responsibilities of local vocational education supervisors in Ohio. The specific objectives of the study were:

1. To describe the current role of local vocational education supervisors in Ohio as perceived by local superintendents and vocational supervisors, state vocational education supervisors and local vocational education teachers.

2. To describe the expected role of local vocational education supervisors as perceived by the same four groups.

3. To ascertain the differences that exist among the perceptions of the four groups regarding the role of local vocational education supervisors.

Methods and Data Sources

The population for the study was the local vocational education supervisors in Ohio in 1983, administrators of city and vocational school districts in Ohio in 1983, local teachers of vocational education

programs in Ohio in 1983 and state-level supervisors and administrators of vocational education in Ohio in 1983. Random samples of 150 local vocational supervisors and 150 local teachers were selected to participate in the study. In addition, all VEPD superintendents (n = 100) and all state-level supervisors (n = 40) were surveyed.

The participants in the study completed a questionnaire regarding their perceptions of the duties and responsibilities of local vocational education supervisors. Participants responded to a series of 47 statements that could be duties and responsibilities of local supervisors. Participants were randomly assigned to one of two questionnaire groups, namely, current duties of local supervisors and expected duties of local supervisors. Respondents would be less inclined to base responses regarding current role on expected role and vice versa if each respondent completed only one of the two instruments.

Respondents indicated the degree to which they perceived the statement is a duty or responsibility of local supervisors or their perceptions of the degree to which each statement should be a duty or responsibility of local vocational supervisors. Responses were marked on a scale with values ranging from 6 (strongly agree) to 1 (strongly disagree).

The instruments used in the study were developed by the researcher. Statements of duties and responsibilities were gathered from a variety of sources: job descriptions, review of literature, research findings and the Plan for Local Supervision. The instruments were field tested with personnel who were not included in the random samples of participants. A jury of experts reviewed the statements on the instruments. Reliability for the instrument was determined to be Cronbach's alpha = .93.

Data were collected by mailed questionnaire. A cover letter explaining the study accompanied each instrument. After a two-week period, a reminder letter was mailed to non-respondents. A second letter and questionnaire were mailed two weeks after the reminder letter to all non-respondents. A 73.6% response was received.

Findings

Table 1 shows the respondents by type of employment. Of the 324 respondents, 39% were local supervisors, 26% were teachers, 25% were superintendents and 10% were state supervisors.

Respondents indicated their perception of the current role of local supervisors on 47 duty statements. A scale of one (strongly disagree) to six (strongly agree) was used. Respondents disagreed with eight of the items as being the current role of supervisors (mean for total group < 3.5). Those items included: Supervise non-vocational teachers, Perform hall duty, Monitor parking lots, Assist with athletic events, Assist with after-school social events, Supervise vocational teachers outside their own area of certification, Serve as a substitute teacher and Team teach (Table 2).

Respondents indicated their perceptions of the expected role of local supervisors on the same 6-point scale. Respondents disagreed with the same eight duties as the current role plus the duty Assist with in-school assemblies for a total of nine duties with a mean less than 3.5 (Table 2).

Using the t-test for independent groups, significant differences ($p \leq .01$) existed between current and expected role for eight duties. The expected role mean was higher for six of the eight duties where a difference existed. Those duty statements where expected role means were significantly higher than current role means included: Establish and maintain good relations with community organizations, Develop an overall plan for the service area, Develop a well-organized plan for program supervision throughout the VEPD, Conduct research and inform staff of results of studies, Use professional services provided by teacher educators, area supervisors and others, and Coordinate the development of new programs between the school and the local JTPA.

Those duty statements where current role means were significantly higher than expected role means included Perform hall duty and Monitor parking lots.

One-way analysis of variance was used to determine differences among groups. The Scheffe procedure was employed to identify significantly different pairs of groups. Table 3 shows the mean scores of the current role of local supervisors by respondents' employment. Significant differences existed among the four groups on 23 of the 47 items ($p \leq .05$). Local vocational teachers differed significantly from at least one other group on all of those 23 items. Superintendents differed from at least one other group on 22 statements, local supervisors on 18 statements and state supervisors on eight statements. On only one statement did two groups not including teachers differ significantly.

Table 4 shows the mean scores of the expected role of local supervisors by respondents' employment. Significant differences ($p \leq .05$) existed among the four groups on 23 of the 47 statements. Local vocational teachers differed significantly from at least one other group on 19 of the 23 statements where differences existed. Superintendents differed from at least one other group on 19 statements, local supervisors on 16 statements and state supervisors on 10 statements. For seven of the 23 statements, two groups not including teachers differed significantly.

DISCUSSION AND CONCLUSIONS

The following conclusions can be drawn from the study:

1. Thirty-nine of the 47 duty statements are perceived as current duties and responsibilities of local vocational education supervisors.

2. Thirty-eight of the 47 duty statements should be duties and responsibilities of the supervisors.

3. There is little disagreement between perceptions of what are current duties and what should be the duties of local vocational education supervisors.

4. There was considerable disagreement among the four respondent groups regarding current and expected duties. Generally, vocational teachers disagreed with the other groups on nearly half of the 47 duty statements for both current and expected roles.

5. There was little disagreement regarding current or expected role among vocational superintendents, state supervisors and local supervisors.

IMPLICATIONS

The following can be implied from this research:

1. A clearer definition of the role of local vocational education supervisors needs to be made, especially for teachers.

2. Some duties performed by local supervisors may need to be continued, even though they are not highly regarded by any group. In general, someone has to perform those duties; local supervisors currently perform them.

3. Perhaps a distinction between improvement of instruction and evaluation for promotion and retention should be made.

4. Supervisors assisting teachers who lack a clear understanding of the supervisory role may find it difficult to perform their duties effectively. Such discrepancy may lead to job dissatisfaction among supervisors.

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Table 1

Current Employment Position of Respondents by Role Response

Employment	Current Role n	Current Role %	Expected Role n	Expected Role %	Total n	Total %
VEPD Superintendent	39	23.4	43	27.4	82	25.3
Local Vocational Education Supervisor	66	39.5	60	38.2	126	38.9
State Vocational Education Supervisor	16	9.6	16	10.2	32	9.9
Local Vocational Education Teacher	46	27.5	38	24.2	84	25.9
Total	167	100.0	157	100.0	324	100.0

Table 2

Current and Expected Roles of Local Vocational Education Supervisors as Perceived by Superintendents, Local Supervisors, State Supervisors and Teachers

Statement	Mean Current Role n = 167	Mean Expected Role n = 157	t
Prepare local and state reports	5.28	5.17	0.94
Establish and maintain good relations with community organizations	5.30	5.55	-2.67*

(table continues)

Statement	Mean: Current Role n = 167	Mean: Expected Role n = 157	t
Attend conference called by State Assistant Director of service area or authorized representative to discuss state and local problems	5.39	5.52	-1.50
Supervise non-vocational teachers	2.93	2.86	0.38
Attend and participate in the annual local supervisors' workshops	5.38	5.57	-2.23
Cooperate with State Department special service programs and personel	5.20	5.37	-1.79
Report to the Superintendent and-/or Director of Vocational Education concerning the work and progress of the department	5.61	5.73	-1.47
Prepare and administer the budget	4.67	4.86	-1.41
Conduct departmental meetings and conferences with the staff as a group, and individually, concerning administrative policies, methods, difficulties, etc.	5.48	5.63	-1.63
Perform hall duty	2.93	2.30	3.28*
Organize the instructional side of the laboratory work and plan teachers' schedules	3.63	3.95	-1.84
Determine plans and location of laboratory and classroom space, their equipment and supervise the installation of new equipment and replacements	4.65	4.94	-2.10
Establish and maintain an inventory system	4.75	4.90	-0.98

(table continues)

Statement	Mean Current Role n = 167	Mean Expected Role n = 157	t
Prepare, approve or recommend supplies and equipment lists for purchasing	5.01	5.21	-1.51
Assist in the selection, employment and inservice training of teachers	5.23	5.44	-1.78
Monitor parking lots	2.25	1.99	3.18*
Organize and set up general and advisory committee	4.56	4.52	0.22
Promote and establish service area programs to meet the needs of the community	4.83	5.05	-1.67
Develop an overall plan for the service area of supervision to satisfy present and future needs, under the provisions provided in the Ohio Plan for Vocational Education	4.98	5.28	-2.72*
Develop a well-organized plan for supervision through consultation with local supervisory, administrative and teaching personnel, through the VEPD	5.00	5.33	-2.82*
Visit laboratories and classrooms to evaluate both student and instructor activity and to offer constructive help in the improvement of learning conditions	5.48	5.64	-1.52
Assist with athletic activities	1.69	1.90	-1.57
Develop a program of in-service involving group and individual conferences	4.77	5.05	-2.23
Develop a program of curriculum study and review	5.03	5.19	-1.38

(table continues)

Statement	Mean Current Role n = 167	Mean Expected Role n = 157	t
Assist with in-school assemblies	3.58	3.46	0.65
Conduct research and inform staff of results of other studies	3.97	4.44	-3.26*
Use professional services provided through teacher educators, area supervisors and others	4.98	5.34	-3.14*
Develop and promote organized youth activities supporting the program	5.23	5.26	-0.27
Coordinate the development of new programs between the school and the local Job Training and Partnership Act	4.24	4.65	-2.68*
Coordinate the instructional activities between the school and cooperating business, industrial or health agencies	4.61	4.84	-1.68
Coordinate the cooperative instructional program of student on-the-job experiences with related instructional content	4.32	4.47	-0.99
Assist with after-school social functions	3.11	3.14	-0.14
Coordinate activities and services in student selection, placement and followup	4.43	4.65	-1.48
Coordinate the Vocational Service program with the trends and needs of the community	4.96	5.21	-2.16
Coordinate and utilize the state services in administration support, teacher development, evaluation, achievement testing and followup	4.94	5.09	-1.26

(table continues)

Statement	Mean Current Role n = 167	Mean Expected Role n = 157	t
Coordinate the department activities with administrative practices and policies affecting all departments and overall Vocational Program operations	5.09	5.23	-1.26
Coordinate the activities of the various programs of the service area throughout the VEPD	4.63	4.89	-1.80
Supervise vocational teachers outside of Supervisor's service area certification	3.36	3.41	-0.27
Assist in determining course content for vocational programs	4.87	5.19	-2.43
Assist in developing student objectives	4.50	4.67	-1.20
Assist in specifying learning experiences	4.40	4.61	-1.51
Serve as a substitute teacher	2.38	2.10	1.68
Team teach with vocational instructors	2.87	3.16	-1.68
Observe on-site teaching	5.47	5.63	-1.57
Describe the teaching performance	5.16	5.31	-1.24
Provide an analysis of teaching for instructors	5.01	5.16	-1.07
Assist teachers in implementing change in instruction	5.23	5.53	-2.50

*Significant difference between current and expected roles, $p \leq .01$.
Scale: 6 = Strongly agree, 5 = Moderately agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Moderately disagree, 1 = Strongly disagree.

Table 3

Perceptions of Current Role of Local Vocational Education Supervisor by Employment Position

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Prepare local and state reports	5.26	5.21	5.63	5.30	5.29
Establish and maintain good relations with community organizations	5.39	5.24	5.31	5.29	5.30
Attend conference called by State Assistant Director of service area or authorized representative to discuss state and local problems	5.28	5.58	5.50	5.16	5.39
Supervise non-vocational teachers	2.90	3.09	3.06	2.69	2.93
Attend and participate in the annual local supervisors' workshops	5.41	5.48	5.63	5.11	5.38
Cooperate with State Department special service programs and personnel	5.26	5.22	5.19	5.13	5.20
Report to the Superintendent and/or Director of Vocational Education concerning concerning the work and progress of the department	5.90[ab]	5.77[cd]	5.13[ac]	5.30[bd]	5.61

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Prepare and administer the budget	4.80	4.88	4.50	4.30	4.67
Conduct departmental meetings and conferences with the staff as a group and individually concerning administrative policies, methods, difficulties, etc.	5.61[a]	5.77[b]	5.44	4.96[ab]	5.48
Perform hall duty	3.11	3.23	2.56	2.49	2.93
Organize the instructional side of the laboratory work and plan teachers' schedules	4.16[a]	3.65	3.71	3.13[a]	3.63
Determine plans and location of laboratory and classroom space, their equipment and supervise the installation of new equipment and replacements	4.87[a]	4.92[b]	4.94	3.98[ab]	4.65
Establish and maintain an inventory system	5.15[a]	4.94[b]	5.00	4.07[ab]	4.75
Prepare, approve or recommend supplies and equipment lists for purchasing	5.41[a]	5.30[b]	5.19[c]	4.20[abc]	5.01
Assist in the selection, employment and inservice training of teachers	4.49[a]	5.52[b]	5.00	4.67[ab]	5.23
Monitor parking lots	2.82	2.70	2.69	2.04	2.55

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Organize and set up general and craft advisory committee	5.23[a]	4.77[b]	4.50	3.69[ab]	4.56
Promote and establish service area programs to meet the needs of the community	5.23[a]	4.89	4.87	4.38[a]	4.83
Develop an overall plan for the service area of supervision to satisfy present and future needs, under the provisions provided in the Ohio Plan for Vocational Education	5.31	4.94	5.00	4.73	4.98
Develop a well-organized plan for program supervision through consultation with local supervisory, administrative and teaching personnel, through the VEPD	5.44	4.94	4.87	4.76	5.00
Visit laboratories and classrooms to evaluate both student and instructor activity and to offer constructive help in the improvement of learning conditions	5.85[a]	5.61[b]	5.47	4.98[ab]	5.48
Assist with athletic activities	1.82	1.59	1.53	1.76	1.69
Develop a program of inservice training involving group and individual conferences	5.11[a]	4.89	4.94	4.26[a]	4.77
Develop a program of curriculum study and review	4.46[a]	5.33[b]	5.00	4.22[ab]	5.03

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Assist with in-school assemblies	3.56	3.83	3.50	3.26	3.58
Conduct research and inform staff of results other studies	4.15	3.96	3.87	3.87	3.97
Use professional services provided through teacher educators, area supervisors and others	5.18	5.21[a]	4.69	4.59[a]	4.98
Develop and promote organized youth activities supporting the program	5.51[a]	5.42[b]	5.25	4.70[ab]	5.23
Coordinate the development of new programs between the school and the local Job Training and Partnership Act	4.24	3.92	4.68	4.55	4.24
Coordinate the instructional activities between the school and cooperating business, industrial or health agencies	4.80	4.65	4.63	4.41	4.61
Coordinate the cooperative instructional program of student on-the-job experiences with related instructional content	4.69	4.25	4.25	4.13	4.32
Assist with after-school social functions	3.40	3.09	3.69	2.69	3.11
Coordinate ativities and services in student selection, placement and followup	4.56	4.49	4.88	4.09	4.43

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Coordinate the Vocational Service program with the trends and needs of the community	5.36[a]	4.86	5.31	4.63[a]	4.96
Coordinate and utilize the state services in administration support, teacher development, evaluation, achievement testing and followup	5.23	4.92	5.00	4.69	4.94
Coordinate the department activities with administrative practices and policies affecting all departments and overall Vocational Program operation	5.31	5.19	5.07	4.76	5.09
Coordinate the activities of the various programs of the service area throughout the VEPD	4.80	4.45	5.13	4.56	4.63
Supervise vocational teachers outside of Supervisor's service area certification	3.92[a]	3.42	3.67	2.69[a]	3.36
Assist in determining course content for vocational programs	5.31[a]	5.27[b]	5.00[c]	3.89[abc]	4.87
Assist in developing student objectives	5.13[a]	4.82[b]	4.56[c]	3.48[abc]	4.50
Assist in specifying learning experiences	4.97[a]	4.74[b]	4.19	3.48[ab]	4.40
Serve as a substitute teacher	2.31	2.35	2.31	2.52	2.38

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Team teach with vocational instructors	3.00	2.95	2.60	2.74	2.87
Observe on-site teaching	5.85[a]	5.72[b]	5.67[c]	4.71[abc]	5.47
Describe the teaching performance	5.66[a]	5.43[b]	5.56[c]	4.24[abc]	5.16
Provide an analysis of teaching for instructors	5.59[a]	5.17[b]	5.50[c]	4.11[abc]	5.01
Assist teachers in implementing change in instruction	5.82[a]	5.46[b]	5.56[c]	4.21[abc]	5.23

[a]Groups differ significantly, $p \leq .05$. [b]Groups differ significantly, $p \leq .05$. [c]Groups differ significantly, $p \leq .05$. [d]Groups differ significantly, $p \leq .05$.

Table 4

Perceptions of Expected Role of Local Vocational Education Supervisor by Employment Position of Respondent

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Prepare local and state reports	5.33	4.90	5.44	5.32	5.17
Establish and maintain good relations with community organizations	5.74	5.52	5.69	5.32	5.55
Attend conference called by State Assistant Director of service area or authorized representative to discuss state and local problems	5.50	5.53	5.88	5.38	5.52
Supervise non-vocational teachers	2.76	3.15	2.00	2.87	2.86
Attend and participate in the annual local supervisors' workshops	5.55	5.61	5.81	5.43	5.57
Cooperate with State Department special service programs and personnel	5.50	5.35	5.44	5.21	5.37
Report to the Superintendent and/or Director of Vocational Education concerning the work and progress of the department	5.88[a]	5.72	5.88	5.51[a]	5.73

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Prepare and administer the budget	4.76	5.17[a]	5.44[b]	4.26[ab]	4.86
Conduct departmental meetings and conferences with the staff as a group, and individually, concerning administrative policies, methods, difficulties, etc.	5.79[a]	5.70[b]	5.88[c]	5.24[abc]	5.63
Perform hall duty	2.81	2.10	1.75	2.29	2.30
Organize the instructional side of the laboratory work and plan teachers' schedules	4.39	4.08	3.31	3.51	3.95
Determine plans and location of laboratory and classroom space, their equipment and supervise the installation of new equipment and replacements	5.02	5.27[a]	4.75	4.40[a]	4.94
Establish and maintain an inventory system	5.21[a]	5.02	4.81	4.40[a]	4.90
Prepare, approve or recommend supplies and equipment lists for purchasing	5.55[a]	5.45[b]	5.00	4.55[ab]	5.21
Assist in the selection, employment and inservice training of teachers	5.57	5.54	5.75	5.00	5.44
Monitor parking lots	2.41	1.82	1.31	2.11	1.99

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Organize and set up general and craft advisory committee	5.29[ab]	4.27[b]	5.07[c]	3.87[ac]	4.52
Promote and establish service area programs to meet the needs of the community	5.29	4.93	5.56	4.74	5.05
Develop an overall plan for the service area of supervision to satisfy present and future needs, under the provisions provided in the Ohio Plan for Vocational Education	5.41	5.14[a]	5.88[ab]	5.13[b]	5.28
Develop a well-organized plan for program supervision through consultation with local supervisory, administrative and teaching personnel, throughout the VEPD	5.50	5.15	5.80	5.24	5.33
Visit laboratories and classrooms to evaluate both student and instructor activity and to offer constructive help in the improvement of learning conditions	5.91[a]	5.60	6.00[b]	5.24[ab]	5.64
Assist with athletic activities	2.42[a]	1.67[a]	1.69	1.82	1.90
Develop a program of inservice training involving group and individual conferences	5.46[a]	4.93[b]	5.75[bc]	4.50[ac]	5.05
Develop a program of curriculum study and review	5.50[a]	5.27[b]	5.25	4.71[ab]	5.19

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Assist with in-school assemblies	3.79	3.17	3.38	3.58	3.46
Conduct research and inform staff of results of other studies	4.81	4.17	4.33	4.51	4.44
Use professional services provided through teacher educators, area supervisors and others	5.43	5.28	5.75	5.14	5.34
Develop and promote organized youth activities supporting the program	5.56	5.10	5.69	5.00	5.26
Coordinate the development of new programs between the school and the local Job Training and Partnership Act	4.81	4.22	5.19	4.90	4.65
Coordinate the instructional activities between the school and cooperating business, industrial or health agencies	5.26[a]	4.51[a]	5.00	4.82	4.84
Coordinate the cooperative instructional program of student on-the-job experiences with related instructional content	4.91	4.32	4.31	4.32	4.47
Assist with after-school social functions	3.88[a]	2.71[a]	2.94	3.05	3.14
Coordinate activities and services in student selection, placement and followup	4.76	4.43	5.13	4.66	4.65

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Coordinate the Vocational Service program with the trends and needs of the community	5.25	5.15	5.69	5.08	5.21
Coordinate and utilize the state services in administration support, teacher development, evaluation, achievement testing and followup	5.31	4.88[a]	5.63[a]	4.95	5.09
Coordinate the department activities with administrative practices and policies affecting all departments and overall Vocational Program operation	5.51	5.15	5.44	4.95	5.23
Coordinate the activities of the various programs of the service area throughout the VEPD	5.20	4.63	5.38	4.76	4.89
Supervise vocational teachers outside of Supervisor's service area certification	3.93[a]	3.62	2.63	2.87[a]	3.41
Assist in determining course content for vocational programs	5.46[a]	5.35[b]	5.06	4.68[ab]	5.19
Assist in developing student objectives	5.05[a]	4.77	4.44	4.21[a]	4.67
Assist in specifying learning experiences	4.93[a]	4.70	4.56	4.16[a]	4.61
Serve as a substitute teacher	2.24	1.77	2.13	2.48	2.10

(table continues)

Statement	Mean				
	Superintendent n = 39	Local Supervisor n = 66	State Supervisor n = 16	Teacher n = 46	Total n = 167
Team teach with vocational instructors	3.57	2.92	3.00	3.16	3.16
Observe on-site teaching	5.83[a]	5.77[b]	5.88[c]	5.08[abc]	5.63
Describe the teaching performance	5.63[a]	5.43[b]	5.56[c]	4.68[abc]	5.31
Provide an analysis of teaching for instructors	5.43[a]	5.22	5.50	4.60[a]	5.16
Assist teachers in implementing change in instruction	5.78[a]	5.69[b]	5.81[c]	4.89[abc]	5.53

[a]Groups differ significantly, $p \leq .05$. [b]Groups differ significantly, $p \leq .05$. [c]Groups differ significantly, $p \leq .05$.

SUMMARY OF RESEARCH SERIES

Ohio has used local supervisors in vocational education at the vocational education planning district level. Most of these 230 supervisors are located in joint vocational schools or city systems. Some have felt that the expectations for these supervisors could result in role conflict. The state staff might have one set of expectations, local administrators another set of expectations, and vocational education teachers a third set of expectations. This study seeks to clarify the role of local supervisors and to highlight those areas where differing expectations are in need of resolution.

The author is recognized for his scholarship in preparing this summary. Dr. R. Kirby Barrick is an Associate Professor, Department of Agricultural Education, The Ohio State University. Special appreciation is due to Dr. Stanley Burke, Assistant Professor, Department of Agricultural, Virginia Polytechnic Institute and State University; Dr. Dewey Adams, Professor and Chairperson, Comprehensive Vocational Education, the National Center for Research in Vocational Education, The Ohio State University; and Darrell L. Parks, Director, Division of Vocational and Career Education, Ohio for their critical review of this manuscript prior to its publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. The purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited.

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